

## DEVELOPING BATU BELAH VOCABULARY ANIMATION VIDEO TEACHING MATERIAL FOR KINDERGARTEN

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### *Abstract*

*This research was conducted to fulfill the needs of kindergarten children and the English language teacher needs in teaching and learning on English vocabulary by developing teaching material entitled “Batu Balah animation vocabulary video”. This research involved an English teacher of Bina Sari kindergarten Pontianak who taught English subject for students aged level 5 to 6 years. The method of this research was development research which consists of three phases of ADDIE (analyze, design and develop). The results of this study are learning materials for kindergarten students namely Batu Balah animation vocabulary video. Batu Balah vocabulary video is an animated video that has duration of nine minutes and twenty-one seconds and has three sections, the first section is a short animated story about Batu Balah legend, the second section is Batu Balah vocabulary video lesson and the third section is Batu Balah vocabulary activity. To complete the product of “Batu Balah animation vocabulary video” the researcher did the internal evaluation.*

**Keywords:** *Analysis, Design, Develop, Vocabulary*

### INTRODUCTION

English has become a very important language nowadays. It is not only useful in the field of communication, but also in the field of work and education. People have to learn the English language in order to communicate and maintain a good relationship. Even now, children are being taught with English lesson at an early age in order to introduce foreign language that can be useful for them in the future. That is why the English language needs to be taught as early as possible.

Vocabulary is one component of the English language that has an important role to develop the English language of children. Vocabulary is a list of words in English with different meaning and function that people use to refer an object and to make a sentence. Vocabulary is the collection of words that an

individual knows. Vocabulary is the heart of language learning and language use. Linse (2005) states vocabulary is the collection of words that the individual knows. Without vocabularies, speakers cannot convey meaning and communicate with each other in a particular language. Children who have rich in the vocabulary are easy to communicate with the people around them. Teaching English vocabulary to kindergarten students has skill goals in simple English with an emphasis on listening, writing, reading, and speaking skills using selected topics related to their environmental needs. Based on the above objectives, vocabulary material for kindergarten must be a topic that they often face in their lives. Beck and McKeown (2007) state kindergarten students are easier to memorize and understand the vocabulary around them and close to their

lives. It is mean that the topics or theme such as things in the classroom, things around the school and things at home and around the house. So it is easier for them to understand and absorb the words given about things in the classroom, things around the school and things at home and around the house. Therefore, English language vocabulary should be taught to children as soon as possible.

By studying English vocabulary, children not only learn about the meaning of the words but they knew the pronunciation of the words. It is very important to learn vocabulary as the basis of the language. If the children do not know and understand the word itself, they cannot find the meaning of that word and they even cannot understand the sentences. According to Hiebert and Kamil (2005) "failure to distinguish among the different kinds of vocabulary can lead to confusion and difficulty understanding the meaning of the vocabulary (p.3)". Because of this reason, teachers should use different techniques and activities in teaching English vocabulary to motivate the learners, to enrich the vocabulary and also enable them to speak English properly. In other words, teaching English vocabulary for young children is not an easy way. Teaching students in kindergarten is not like teaching adults because kindergarten children have different characteristics and motivations. Kindergarten students are different from adults, so the way to teach vocabulary must also be different.

To find out the ability of students to understand the English vocabulary, teachers can provide them with activities. Vocabulary activities are activities that can be used by teachers to find out students' understanding of the material being studied and to find out how far they understand the material. For kindergarten, reading, writing, and questions are given in the form of simple exercises. For kindergarten students, activities can be given by the teacher to students using several videos where students can answer each activity in the video. This activity is given in a simple way because kindergarten students are still young students so that every activity given cannot be given in a complex manner such as for adults. Children are interested to learn new thing, unique and colorful thing. Children like to name objects, define words, and learn about things in their own world; they also have vivid

imaginations and respond well to stories of fantasy. Nunan (2012) states the character of young learners they limited reading and writing skills, enjoy fantasy, imagination, movement and explore new thing in their words. The children learn best through movement, touching, seeing and hearing. Harmer (2001) states young learners get their understanding not only from explanation but also from what they see and hear, they learn when they have a chance to touch and interact with it. That is why the researcher designed animation video to teach vocabulary for the kindergarten student.

Based on the kindergarten school syllabus, children have been taught English since they studied in the kindergarten. Children learn simple vocabulary around them or close to their daily lives both at home or at school. The kindergarten had taught English from the beginning, but the teacher had difficulty when teaching English because the teacher background is not from English education, kindergarten lacks learning material and learning and teaching process monotone. When the teacher teaches them, the children easily get bored in learning English. This situation happened because of the way of teaching the children in kindergarten not interesting. The teacher in kindergarten touch the kindergarten student used the picture, that is why the kindergarten student easy to get bored when teaching and learning process. The teacher in kindergarten needs to develop their way in teaching the English language especially English vocabulary for the children. The children are interested in learning English vocabulary if the way of teaching English vocabulary suitable for them. The success of teaching English for kindergarten students is the teachers have understood the characteristics, instincts, and interests of kindergarten students, linguistic and emotional aspects. The characteristics of kindergarten students understand the message but have not been able to analyze language, low awareness of themselves, limited reading and writing skills, enjoy fantasy, imagination, and movement. According to Phillips (1993) "when learning languages, young students respond to the language, depending on what they do or what they can do with it rather than treating it as an intellectual or abstract system (p.7)". And the other hand Brewster (2002) supports it by

saying "that children's learning theory requires young students or kindergarten students to be supported by moving from abstract to concrete and through engaging in activities (p.6)". As a teacher, needs to create teaching material or teaching media in a good way and based on student needs.

Kindergarten students have their own characteristics, which are different from adults. Characteristics include their way of thinking, their behavior, and their language. Teachers or parents must teach children in simple language so young students easily understand the language. They absorb language easily and they like to imitate speech sounds. Teachers played an important role in how teachers build lessons about how they can ensure that kindergarten students are fully involved. The teacher needs to know the learning process about how kindergarten students reach the learning objectives, and how they respond. In this case, the English teacher not only understands the general characteristics of kindergarten students but also recognizes qualifications as the basis of English teachers.

In teaching English, the teacher should do preparation before teaching in the classroom such as make a lesson plan, prepare some aid for teaching. The teacher in kindergarten school should teach English for kindergarten student with a simple explanation, so the children easier to understand the lesson. To help the learners in learning foreign language, there are some ways to teach kindergarten students such as make English learning is enjoyable and fun, presenting the words with a lot of gestures, action, or pictures, talk using English, playing game and singing a song together, telling short stories using pictures and acting with attractive voices. In another word, the teacher in kindergarten should teach kindergarten students in different ways, so they easier to understand the English lesson. There are many kinds of teaching materials that teacher use to teach kindergarten students such as pictures, toys, video, cartoon movie, and stories.

The researcher tries to design a new way, which is an animation vocabulary video. Animation vocabulary video was a material for the teacher to teach English vocabulary, especially about *Batu Balah* legend. Emily (2006) states educators have recognized the power of audio-visual materials to capture the

attention of the learners, increase their motivation and enhance their learning experienced. The animation is the process of creating continuous, changing shape and illusion movements from quick displays and sequential images that have a certain period of time for the next image. Animators are artists who work in created animations. The animation is the illusion of continuous movement of objects or camera viewpoint created by a series of still images. Mayer (2002) states animation refers to a simulated motion picture depicting the movement of the object. Video animation was familiar from the past.

In the 21st century, most of the animator created 3D animation. 3D animation is very detailed and it looks like the real object. For example, an animator made beautifully animated films just using sand. An animated movie can be made in minutes or can take a year it all depends on the project goal. There are many types of animation, as the medium can be anything. It can be pencil drawings, can be computer drawings, can be computer models or can be ordinary objects like clay, sand, coins, and buttons.

Now video animation can also be used in the learning and teaching process. This is great for students to more easily understand the lessons being learned. Learning use video animation more fun because students can see objects they have learned in real terms and hear every sound that relates to these objects. Mayer (2002) states narratives in video enter through the ear, students choose several words to be processed verbally. This also helps students in arranging words into a chain of causation and integrating them with the material being studied. That is why the researcher designed *Batu Balah* animation vocabulary video for kindergarten students. So the Kindergarten students easily understand the vocabulary when they learn.

The previous research also designs an animation video to teach listening conducted by Riezky Kurniawan Maulidias in SMP LKIA Pontianak. The students in SMP LKIA enjoy the listening teaching process. The other researcher develop supplementary material for schoold in Pontianak such as Rinbud Rinardi with the title "developing a storybook material for junior high school students based on Kalimantan legend" and Agustina Ratna Puspita with the title developing a supplementary material on

vocabulary development for year-7 of junior high school. The previous research shows that research conducted by researchers is successful. That is way in this research, the researcher has a plan to develop English animation vocabulary video for the teacher to teach English vocabulary especially *Batu Balah* legend. *Batu Balah* legend is folklore from West Kalimantan. The researcher chooses the *Batu Balah* legend because of the legend so familiar with children and the *Batu Balah* legend have good moral value for the children, the researcher hopes after watched the *Batu Balah* the children more love and care for their parents. The researchers want to attract the attention of children to love folklore in Indonesia, especially in Pontianak. Nowadays, there are so many modern fiction stories that make children prefer to watch these fiction stories rather than folklore in their country. That is why the researcher was designed *Batu Balah* animation vocabulary video to attract the children to attend to love folklore in Indonesia.

The researcher designed the video based on the children characteristics and the children needs. The researcher chose the vocabulary related to children. The researcher was designed vocabulary animation videos that make children active and not passive. Al-Seghayer (2001) states video clips are more efficient than still pictures when teaching unknown vocabulary items for children. The vocabulary video worked to have the attention of the children. Therefore, based on young learner characteristic the researcher was created *Batu Balah* animation English vocabulary video based on children needs.

## METHOD

The method of this research is Developmental Research. It is chosen since this research was in line with developmental research; development of *Batu Balah* animation vocabulary video teaching material. Branch (2009) explains about ADDIE model, which are consist of five phases namely analyzing, designing, developing, implementing, and evaluating. In other words, that is the process of producing instructional materials: development is a very creative process to create a new product.

Based on Branch (2009) ADDIE where it is appropriately used a process of developing

educational products and other learning resources. In this research, the researcher had done the three steps of ADDIE in designing the product, including analyzes, design, and develop (ADD). The researcher chooses three steps to conduct this researcher because of the time limitation on conducting the research. However, there is a possibility for the researcher to apply the implementation and evaluation in the classroom.

In conducting this researcher, the researcher has done three steps that should be doing in this research. The first is analyzing, second is designing and the third is developing. The first step is analyzing. The purpose of the analyze phase is to identify the probable causes for performances gap. Analyzing is the process of identifying the probable causes for a performance gap. Before starting the research, the researcher needs to get information on how is the condition of teaching material on Bina Sari kindergarten Pontianak. In order to get that information, the researcher interviewed the English teacher in kindergarten. This phase used to find the information about the students, teacher, schools, teaching material or textbooks, and syllabus so that the researcher knew the student needs in learning English vocabulary.

The second step is designing. The purpose of the design phase is to verify the desired performances and appropriate testing methods. In designing phase the researcher decided what type of material that would be developed. The researcher gathered and selected appropriate material, evaluated the selected material, and designed the draft of *Batu Balah* animation vocabulary video. To start designing a material, researchers have prepared good planning such as sufficient resources, tools for designing good materials and the purpose of designing teaching materials.

The third step is developing. The purpose of the development phase is to generate and validate selecting learning. In the developing phase, the researcher started to develop the *Batu Balah* animation vocabulary video based on a draft. In developing step, the researcher was developed teaching material about vocabulary based on students' need. The researcher integrated some multimedia such as videos, picture, sound, animation, and music to engage the kindergarten student attention to learn noun,

verb, and adjective vocabulary and help them with visuals.

The participants for this research are teachers in Bina Sari kindergarten Pontianak and an Indonesian language teacher from SMA N.1 Pontianak. The teachers in kindergarten and Indonesian language teacher are the sources of information for conducting this research. The teachers in kindergarten act as the source information to know the kindergarten students difficulty in learning English vocabulary, kindergarten syllabus, curriculum and kindergarten students characteristic and Indonesian language teacher act as the source of information for the *Batu Balah* legend. The researcher chose an Indonesian language teacher from SMA N 1 Pontianak because she had done a research about *Batu Balah* Sambas version and the researcher also knew the Indonesian language teacher closely. The researcher is as the product designer of the *Batu Balah* animation vocabulary video that played by the teacher in teaching and learning English vocabulary for kindergarten students. To translate the *Batu Balah* legend the researcher helped by the researcher friends.

To complete the data the researcher does an interview for the teacher in kindergarten and Indonesian language teachers. The interview was used in the analysis phase to get information about the kindergarten school and to get the information about *Batu Balah* legend. The researcher interviews the teacher in kindergarten to know the teacher difficulty in teaching English vocabulary kindergarten syllabus, curriculum and kindergarten students characteristics.

There are three data collecting that used by the researcher. The first tool of data collecting that used by the researcher is an interview for the teacher in Bina Sari kindergarten who teach English subject and Indonesian languages teacher in SMA N 1 Pontianak. The researcher conducted an interview for the teacher in Bina Sari kindergarten Pontianak and for Indonesian language teacher in SMA N 1 Pontianak. The second tool of data collecting that used by the researcher was a questionnaire. The questionnaire was given for teachers who teach English in Bina Sari Kindergarten. The questionnaire provided to find out the design of the product. The third tool of data collecting that

used by the researcher is internal evaluation. Internal evaluation is a process of a quality review undertaken within an institution for its own ends or without the involvement of external peers. According to Campbell & Rozsnyai (2002), "Internal evaluation or self- evaluation, carried out by the unit as a form of quality management". The researcher provided the internal evaluation to evaluate the last product of this research.

The data were collected from the interview and questionnaire. The researcher used descriptive analysis to analyze those data. The researcher analyzed the teacher response from the interview and from the questionnaire.

**Table 1 Scoring in the range for teacher questionnaire**

Answer	Score
Strongly Agree (SA)	5
Agree (A)	4
Hesitate (H)	3
Disagree (D)	2
Strongly Disagree (SD)	1

For the questionnaires, the researcher used this formula to analyze the result of the question or statement:

$$X = (\sum X) / (N)$$

X = The mean score or average score

$\sum X$  = The sum of each the values of teacher answer

N = The number of aspects

**Table 2 The result of the statement**

Average score	Level
4 – 5	Strongly agreed
3 - 3,9	Agree
1 - 2,9	Disagree

## FINDING AND DISCUSSION

### Finding

The goal of this research was to develop *Batu Balah* animation vocabulary video as supplementary material in teaching vocabulary for age 5-6 years old at Bina Sari kindergarten Pontianak in academic year 2018/2019. In order to reach the goal, the researcher has to find the detail of the student needs, make the design or concept based on the data that already gathered. The procedures are described below.

In the analysis phase, the researcher analyzed the students and teacher condition in

order to find what the teacher need and the student needs. The analysis of school condition and textbooks are the researcher needs design related material to solve their problem. The analysis includes the condition of students, the teacher and the material that the teacher used to teach English vocabulary. The whole data were collected by analyzing the interview and questionnaire. The concepts enable the researcher to describe the finding of needs analysis. The analysis of the English teacher's condition conducted to know the condition of the teacher who particularly teaches English subject in Bina Sari Kindergarten Pontianak. To achieve the goals of this research, the researcher knowing the needs of the teacher count as an important aspect. In order to figure out the teacher need, the researcher interviewed English teacher who is teaching English subject for kindergarten age 5-6 years old. The result of the teacher questionnaire showed below:

The total score of the questionnaire result is  $5 \times 12 = 60$  which is the maximum score. The average score is:  
 $P = (57)/(12) = 47.5$ . Based on the calculation of the average score is 47.5 or 100%. As a conclusion, the vocabulary teaching material that the researcher design is suitable for kindergarten students. It means the teacher in the kindergarten agreed to the researcher to design a new learning material about the vocabulary.

Based on needs that were found from the interview and questionnaire, the researcher provided an innovation by designing a teaching material named *Batu Balah* animation vocabulary video for teaching English vocabulary. The researcher designed the material to teach English vocabulary, the vocabulary chosen from West Kalimantan legend call *Batu Balah* Batu Betangkub. From the interview, the teacher has fully supported the researcher designed teaching material about English vocabulary used legend from West Kalimantan. The teacher in kindergarten also states the kindergarten needs teaching material about English vocabulary. So the kindergarten student interest in learning English vocabulary. From the explanation above, it can be concluded that the material designed by the researcher could help the students improved their interested and motivated in learning English vocabulary.

In designing phase, the researcher designed *Batu Balah* animation vocabulary for the kindergarten. In order to created good material, the researcher did some preparation including material design of *Batu Balah* Animation vocabulary video, design a draft of *Batu Balah* animation vocabulary video and product preview of *Batu Balah* animation vocabulary video.

The last process of conducting this research was developing the product. In this phase, the researcher developed the construct of the material for her product based on the concept of the design. The development of the construct includes the focus of vocabulary, layout design, the content of *Batu Balah* animation vocabulary video and evaluation internal. There are three sections in learning *Batu Balah* animation vocabulary video, the first is *Batu Balah* animation legend, this section is about *Batu Balah* legend story developed become short animated video and input suitable background music. The researcher chose *Lancang Kuning* and *Makan Sireh* instrument because *Batu Balah* Batu Betangkup is Malay folklore. The duration of *Batu Balah* legend animation is three minutes twenty-two second.

The second section is *Batu Balah* animation vocabulary video lesson, this section is the vocabulary lesson had chosen from *Batu Balah* animation legend. The vocabulary consisted of noun, verb, and adjective. The amount of vocabulary in *Batu Balah* animation vocabulary video lesson is eighteen vocabularies. To the product interested and get the kindergarten students attention the researcher input vocabulary pronunciation and background music to make the product more interesting. The vocabulary pronunciation recorded by the researcher and the background music suitable for the kindergarten student. The duration of *Batu Balah* animation vocabulary video lesson is two minutes fifty-five second.

The last section on this part is *Batu Balah* animation vocabulary video activity, this section is vocabulary activity for the kindergarten student. The vocabulary activity is chosen from *Batu Balah* animation vocabulary. To make her product more interesting the researcher needs to input background music, clue, and subtitle. The clue in the *Batu Balah* animation vocabulary video activity is the clue to answer the question in the video.

The speaker in *Batu Balah* animation vocabulary video activity asked the audience. The speaker in *Batu Balah* animation vocabulary video lesson gave the clue about the vocabulary asked by the speaker. The clues can be the character or function of vocabulary. The subtitle in *Batu Balah* animation vocabulary video activity is the questions and answers of the speaker asked in the video. The amount of question is five questions, the question taken from *Batu Balah* animation vocabulary video lesson. The question is about noun vocabulary, the researcher chose one kind of vocabulary because if the researcher combines noun, verb, and adjective the student confused to answer the question that is why the researcher chooses one kind of vocabulary. The duration of *Batu Balah* animation vocabulary video activity is two minutes thirteen second.

### **Discussion**

The researcher developed *Batu Balah* animation vocabulary video in this research because of the learning and teaching difficulty in Bina Sari kindergarten Pontianak. The difficulty is the limited time of learning, kindergarten lacks learning material and the monotone learning process that cause students uninterested in learning vocabulary. As a result, the researcher provided the solution for that difficulty that is the use of *Batu Balah* animation vocabulary video as a material in learning English vocabulary for the students. To make the product better, researchers consulted with the supervisor, after the researcher consulted, the researcher checked and repaired the product. The researcher consulted to supervisor up to three times and each researcher finished consulting the product the researcher would repair the product.

To make her product complete the researcher also provides the evaluation sheet for herself. The researcher provided the evaluation sheet for herself to evaluate her product. The researcher did two times the internal evaluation for her product. The researcher did two times internal evaluation because the first internal evaluation there is three items of criteria not fulfill. Three criteria that have not been fulfilled are the music background in *Batu Balah*

animation vocabulary video suitable for the kindergarten, the sound in *Batu Balah* animation vocabulary video clear, and the text in *Batu Balah* animation vocabulary video clear and readable. First, the music background in *Batu Balah* animation vocabulary video suitable for the kindergarten not fulfill because the music in the vocabulary is too slow so it makes the audience easily bored watching the video. So researchers replace it with music that is more cheerful and better suited to the age of kindergarten children. The second, the sound in *Batu Balah* animation vocabulary video clear, not fulfill the criteria because of because the sound in the animated video is too soft. So the researcher re-recorded the sound in the video. The third, the text in *Batu Balah* animation vocabulary video clear and readable not fulfill the criteria because the color of the text with the background or the image in the video does not match so it's pretty hard to read. Researchers have changed the color of the text so that it can be read clearly. After the researcher repaired her product the researcher did the second internal evaluation. The second internal evaluation is all of the criteria in *Batu Balah* animation vocabulary video had been fulfilling. The music in the *Batu Balah* animation vocabulary video is suitable with the kindergarten, the sound in the *Batu Balah* animation vocabulary video is clear, and the text in the *Batu Balah* animation vocabulary video is clear and readable. The result of the second internal evaluation is all of the criteria have been fulfilling.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

*Batu Balah* animation vocabulary video was designed as the teaching materials in formal and informal learning. The example in *Batu Balah* animation vocabulary video was expected to be able to fulfill the students and the teacher needs in learning the theme. Using *Batu Balah* animation vocabulary video helps the teacher to enrich her teaching materials regarding teaching vocabulary. The *Batu Balah* animation vocabulary video is learning video which consists three-part namely introduction, main content, and closing. The first part is an introduction about *Batu Balah* animation vocabulary video. The introduction consisted of the title, the location of the legend, producer name, and the direction and the purpose of *Batu*

*Balah* animation vocabulary video. The second part is the main content of *Batu Balah* animation vocabulary video. The main content consisted of *Batu Balah* animation legend, *Batu Balah* animation vocabulary video lesson, *Batu Balah* animation vocabulary activity. The last part is closing about *Batu Balah* animation vocabulary video. In this section is the researcher greeting to everyone who participated in making this product. The duration of *Batu Balah* animation vocabulary video is nine minutes twenty-one second. To make the product better, researchers consulted with the supervisor and did an internal evaluation to make her product complete.

### Suggestion

There are some suggestions that the researcher would like to propose based on the data analysis of the research and conclusions. The first, in the learning process, it is suggested that by using material the *Batu Balah* animation vocabulary video the student should have enough motivation to follow the learning process in the classroom. The second, in the teaching process, it is suggested that the teacher should motivated student to learn English vocabulary when watching *Batu Balah* animation vocabulary video. The last is suggested that the researcher should have to make the scheme of the *Batu Balah* animation vocabulary video in order to ease the concept of the *Batu Balah* animation vocabulary video.

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